

1982

Alumni Association 80th anniversary : Centaur news : 1902-1982

Alumni Association

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Edith Cowan University

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ALUMNI ASSOCIATION 80TH ANNIVERSARY

Centaur News



CECIL ANDREWS
1902-1903



WILLIAM ROONEY
1903-1927



R. G. CAMERON
1927-1945



THOMAS STEN
1945-1958



NEIL TRAYLEN
1959-1965



WILLIAM HALLIDAY
1965-1971



LLOYD FONG
1971-1977



CLARENCE MAKIN
1978-1979



THOMAS RYAN
1980-1981



KEN JACK
1982-

**1902~
1982**



378.
941

CLA

**ALUMNI ASSOCIATION
CLAREMONT TEACHERS COLLEGE**

ALUMNI BOARD 1980-81

President :	Mr. Dick Anthony Principal, Dalkeith Primary School
Immediate Past President :	Mr. Ken Griffiths Principal, Miller's Well via Karratha
Vice-President :	Mr. Paul Miriklis North Cottesloe Primary School
Treasurer :	Mr. Dick Cairnes Principal, Girrawheen Senior High School
Committee Members :	Mrs Rosemary Blower Sir James Mitchell Spastic Centre
	Mrs Margaret Cook John Forrest Senior High School
	Mrs Elizabeth Crundal Lockridge Primary School
	Mrs Denise Hutton Camborne Avenue, City Beach
	Miss Thelma Jones Claremont Campus, W.A.C.A.E.
	Mrs Gloria Lanza Kalamunda Senior High School
	Mrs Glenys Richards Kewdale Senior High School
	Mr. Stephen Tilinger Claremont Campus, W.A.C.A.E.
Secretary Registrar :	Mr. Mal McKercher Claremont Campus, W.A.C.A.E.



Cover Picture : Composed of a collection of previous
Principals and the Class of 1902 by
W. Adams.

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CLAREMONT'S FUTURE

As a graduate of Claremont Teachers College I am pleased to make a comment regarding the future of the campus.

Most of you will know that in August 1981 the Western Australian Government, as a direct consequence of strong pressure from the Commonwealth, reluctantly agreed to amalgamate Claremont Teachers College, Churchlands College, Mount Lawley College and Nedlands College into one institution to be known as the Western Australian College of Advanced Education.

The main reason behind the Commonwealth pressure was the pattern of declining pre-service teacher education enrolments around Australia. Even so, the decline in this State was much less than in some others.

Once the Interim Council was established I moved fairly quickly to try to settle the persistent rumours that the Claremont Teachers College would be closed. Indeed, in recent years that was always a possibility and it cannot be totally ruled out in the future.

My own opinion is that Claremont Teachers College will be open and flourishing when I retire in some eleven years time.

There is no doubt that the temporary buildings on the Claremont Campus constitute a distinct black spot on tertiary education in Western Australia. Accordingly, the Interim Council has decided to take some immediate action to try to eliminate the temporary buildings as soon as possible. While the rate of progress will depend very much on the funds available, I can assure all Alumni that I will not rest content until the last of the temporary buildings are superseded and demolished.

Obviously, enrolments at the Claremont Campus are constrained by the size of that campus and the amount of parking available. It contrasts quite markedly with the some fifty acres of land available both at the Churchlands Campus and at the Mount Lawley Campus. Even so, there is no reason why Claremont Teachers College should not continue to operate on its present site and in improved accommodation.

While it may take several years to substantially improve the accommodation on the Claremont Campus, the immediate future is much more hopeful than it has been in recent years.



D. A. Jecks — Director, Western Australian
College of Advanced Education

D. A. JECKS

80TH GRADUATION – 1982

Graduation 1982 was of considerable significance in the history of the College. It marked the 80th anniversary of the founding of the College and was the last time graduates will receive awards under the title of Claremont Teachers College. Students completing courses after the first of January 1982 will be Graduates of the West Australian College of Advanced Education. To mark the occasion the present Campus Principal, Dr. Ken Jack, initiated a souvenir programme containing a brief history of the College and a photo of 1981 academic staff as well as the list of graduating students and the evening's programme. The association is indebted to Dr. Jack and those involved in the layout and printing for the very high standard of the "souvenir programme". Dr. Jack welcomed graduates, their guests and guests of the College, before introducing the immediate past Director, Mr. Tom Ryan, who acted as Master of Ceremonies and who introduced the main speaker for the Ceremony, Dr. R. Vickery.

A pleasing feature of the graduation ceremony was the number of graduates who were present to receive their awards from Mr. W. G. Young, past chairman of Claremont College Council and Chairman of the Interim Council, W. A. College of Advanced Education.

The choir of sixty supported by flutes was again a major feature and congratulations are due to both students and staff who gave freely of their time and talent to ensure graduates received a ceremony in keeping with their three years intensive study. The fact that students and staff join together for activities such as this is a clear demonstration of the positive spirit associated with being at Claremont.

The solo item of Barry Goddard and the piano duet by Sue Taplin and Ruth Metcalf received sustained ovation. The Student Council President, Mr. Doug Cook responded on behalf of the graduates. In his speech he discussed the changes facing the College and stressed the continuing contribution to the College of students and the Student Council.

The Alumni Association endorses Mr. Cook's remarks and looks forward to welcoming the new graduates into our ranks.

**Brenda Cherry (DipTchg) and Gavin
Macoboy (BEd)**



**Tom Ryan, Ken Jack
Tom Sten**

**Mal McKercher (Secretary) and
Gail Spiers (Alumni Prize Winner
1982)**



1982 GRADUATION ADDRESS BY DR. R. L. VICKERY

Director-General of Education

Mr. Young, Chairman of the Western Australian College of Advanced Education

Dr. Jack, Principal of Claremont Campus and members of staff

Distinguished guests present to pay tribute to Claremont Campus and to the graduating students

Graduating students and your families and friends, Ladies and Gentlemen

It is a great pleasure and an honour to be invited to speak before such an audience and on the occasion of the College's 80th Anniversary.

Ladies and Gentlemen, with your indulgence, I propose to direct my remarks this evening to the graduating students. This is their evening. But in so saying I would like to acknowledge the contribution that you, their friends and relatives have made in assisting them to complete a rigorous and often demanding programme.

Only a few years ago I sat where you now sit watching my own daughter graduate from a sister college. I well understand the considerable pride which you feel that this milestone in a long and exacting period of formal education has been reached.

As Dr. Jack has pointed out, the students graduating tonight, include not only those embarking this year on a career in teaching, but about 80 experienced teachers who have returned to formal study to update and upgrade their professional qualifications.

For most of these students the completion of a Graduate Diploma or a Bachelors degree has been by dint of part-time and external studies somehow fitted around the already onerous responsibilities of a classroom teacher. I congratulate them.

Such involvement in formal courses for experienced teachers is a relatively new development in colleges such as Claremont and a most timely one.

All present would be aware that after several decades of very rapid growth in numbers, schools have entered a period of no growth — even contraction.

The demand for additional teachers has fallen dramatically. At the same time promotional opportunities for teachers already in the service have experienced a similar slow down.

The vitality of the teaching service over recent years has owed much to the infusion of young graduates with fresh ideas and enthusiasm and to the movement of teachers within the service carrying innovative practices throughout the schools of the State.

How is the vigour and the freshness of the service to be maintained in a period of much slower growth? Clearly the involvement of experienced teachers in post-graduate study is one stimulus to maintaining the professional vitality of the teaching service.

It is for this reason that I commend to the College Council the very active efforts of this College to develop and promote courses appropriate to the needs of experienced teachers.

In doing so, I add a cautionary rider. I am only too well aware from direct personal experience, that course development can be directed to serving the needs of the college as well as (perhaps even regardless of) the needs of prospective students.

It is essential that the college foster its existing dialogue with schools to ensure that course developments remain responsive to the needs of the teachers they serve.

Ladies and Gentlemen, it is my particular pleasure to speak before those graduates tonight who are just commencing their careers in the profession of teaching.

I have resisted the temptation of preparing a theoretical treatise with which I might attempt

to impress my scholarly and learned colleagues seated behind me. I prepose to be anecdotal rather than theoretical.

I do so without apology because it is my belief that for the 200,000 school children in schools of the State, education is the sum of a series of anecdotes played out in the 12,000 classrooms of our schools.

While Professors may theorise and administrators devise grand models, the real business of the school is the interaction between our 15,000 teachers and the children in their classes.

To those of you entering the teaching profession I express my personal conviction that the future of education rests —

Upon the teacher rather than upon technology

Upon personality rather than upon programme

Upon attitudes rather than upon school architecture

Upon communication rather than upon curriculum

and Upon empathy rather than upon examinations.

I have no doubt that, while other things are important the relationship between the teacher and each child is the key to learning.

I would like to act as advocate for the needs of one particular group of students, a group, perhaps $\frac{1}{4}$ of all students, to whom the role of the teacher is most crucial.

The group contains the students who call most upon the professional skills for which we have trained. They are the students most in need of our empathy and dedication. They are the students for whom the academic and intellectual emphasis of formal schooling is most foreign. They are the students who need the greatest assistance in overcoming learning difficulties.

They are at the same time the greatest challenge to our skills as teachers and the greatest source of pride in accomplishment when we succeed.

If the foregoing takes on the sounds of a boy scout pep rally or a coach's three quarter time address, then so be it.

Teaching, perhaps more than any profession, is a calling. Teachers, perhaps more than any professionals must be motivated by a sense of dedication to their clients — the children.

If we don't believe in the importance of our work, and are motivated by the wellbeing of children, we might as well close shop forthwith.

For many, this devotion to and enthusiasm for young people sustains a professional career for thirty years and more. There are many such seated behind me, Nennie Harken, Dr. Tom Sten, Dr. Mossenson to name but a few whose professional dedication is known to me personally.

But I digress. I want to share with you my concern about those students who face difficulty in learning and who, as a result, often experience difficulties in coping with school.

It is within this group of students that a disproportionate number of youngsters become alienated from the school community and from its values.

It is from within this group of students that a disproportionate number ultimately —

drop out of school early,
have poor and irregular attendance,
develop low self-esteem and emotional maladjustment,
develop unruly and disruptive behaviour,
withdraw from participating in the work of the class,
develop a pattern of failure and under achievement,
leave school hostile to education and to authority.

It is with this group that we as a profession can at present claim our lowest level of success.

I have no doubt that children who find learning difficult are given a fair share of the teacher's time — indeed many would maintain with justification that time devoted to them is at the expense of the academically able whose needs are as a consequence neglected.

It is my belief that it is not time, but attitude to children who learn less quickly that is the key to improving our effectiveness with them.

Let me allow children to speak for themselves by quoting from some identified as alienated from schooling in a study undertaken recently in this State.

"Teachers, said one student, you get the occasional good one. Instead of a barrel of good apples spoiled by one rotten one, it is a question of a barrel of rotten apples with an odd good one".

Another

"I'd be really reluctant to take up teaching because there are really so many people who should not be teaching that I don't want to be another of those".

Another

"Teachers don't encourage people — don't inspire them — they stick by the goodies who are enthusiastic to begin with and shun the others".

Another

"Teachers only care about you if you are doing T.A.E. Most of my friends think that teachers are all dumb and school is dumb — they reckon teachers are not very nice. They look on the teacher as 'the enemy'."

"Teachers are just teachers — they are there — that's all — like the weather. Teachers think I am no good. It shows all over their faces. You can really see it — you can see the teacher talking more to other kids. They treat the duller kids unfairly."

And yet you and I know that the great majority of we teachers are people such as tonight's graduating students — dedicated, skilled, and anxious to assist the learning of young people in their care.

The great majority of children recognise this dedication also. As one child put it, "Most kids think that most teachers are good."

Another — "We have one teacher who is fantastic he has this room called the shed . . ." Have we failed to communicate our interest and dedication to some of our students?

As teachers our background and experience is academic. We tend to consider students who learn easily to be "good" students and students who learn slowly to be "bad" students.

We ourselves are successful people academically. We may have experienced our academic failures here and there but by and large we have been able to succeed in meeting the academic requirements of the various courses we have faced.

It is often difficult to get inside the mind, so to speak, of the youngster who from early primary school has faced constant failure. We interpret his lack of ability to learn as lack of will to learn and by telling him often enough, convince the child also that it is so.

It is often difficult to recognise that qualities such as honesty, enthusiasm, courtesy, consideration for others are a better measure of a "good" student than his ability to learn quickly.

Because of our own academic experience and background we tend to regard academic achievement as the only worthwhile achievement. It is easy for us to lose sight of the fact that only 10% of the children in our classes will become lawyers, doctors, architects, teachers, agricultural scientists or members of other professions.

Our classes are largely filled with future shop assistants, truck drivers, waitresses, builders, insurance salesmen, plumbers, housewives and clerks.

While conceding that the child's home environment, his peer group, the media and many other influences help mould a child's attitudes and behaviour patterns, I am convinced that the teacher's own attitude is pre-eminent in the child's response to schooling.

We must convince all children that we believe in them, that we think them important and worthwhile and allow the slower learner to maintain his dignity and self-esteem.

I do not see these comments to be in any way incompatible with excellence. Indeed, quite the contrary. It is the very assumption that some students are incapable of excellence we must challenge.

We must convey to every child, not just the able, that we think him to be capable of working hard, that we expect him to do good work, and that we have respect for him whether he learns more slowly or more rapidly than others.

Every child is entitled to the expectation that he or she should strive to excellence, should make improvement, should follow acceptable behaviour patterns and will enjoy the esteem and affection of the teacher for his efforts.

As teachers we must ensure that the targets we set for each child lie within his capacity to reach. Having set realistic targets we must establish for every child an expectation of excellence in their achievement.

As an aside I would like to address a few remarks to one issue of excellence that has loomed very large in the media over recent years.

The question of the public support for education. Despite media publicity to the contrary I would like to make clear to the graduating students that our profession enjoys a very high level of public and government support. Our salary bill alone is more than \$15 million each fortnight. The Education Department budget, excluding capital works, amounts to more than \$500m each year, about one quarter of the State budget. Our share of the State budget has increased every year for many years.

I would like the graduating students to know that both government and independent schools in this State compare more than favourably with those anywhere in the world. The quality of school buildings, equipment, school grounds, curriculum materials and the dedication and training of our teachers is of world standard and has improved remarkably over recent years.

Let me read just a few extracts drawn from documents written in the days when your parents or your grandparents were in school in Western Australia.

"Sir — the school is commodious, substantially built, and well suited to the wants of the district. But a great drawback is the absence of a

teacher's residence. So far the teacher has been put to no great inconvenience through such want, but, if permitted I should like to bring the matter under the notice of the Education Department in the hope that the Department might see its way to the erection of a suitable building in the near future. It has been suggested to utilise the *lavatory* as a sleeping apartment. If the Department has no objection I should readily take advantage of it. Owing to the circumstances of the people it is difficult to find suitable sleeping accommodation anywhere. The families are large, and the house accommodation necessarily limited. Apart from these considerations the desirableness of a teacher's residence is obvious. These remarks, Sir, I hope to be taken in the light of a mere suggestion, and not in the sense of in any way presuming to dictate to the Department of Education. Of course, when accepting the appointment I was aware that there were no quarters for the teacher"

"Sir — I have the honour to acknowledge receipt of your letter of the 31st July, in reference to the necessity for quarters in connection with your school.

With regard to your proposition to sleep in the lavatory, I can only say that provided you can arrange so that during school hours no trace of your occupancy are visible, I am agreeable to your adopting this course for the present, though were it possible it would be preferable that you should find accommodation among the surrounding settlers".

"To women teachers from the women of the executive.

We women teachers have realised for some time past that our services were not being rated at their proper value. During the war all financial claims were waived in order to avoid embarrassing the government; but our salaries, inadequate before, are now worth little more than half their pre-war value. The cost of living has soared, while teachers' salaries have, with a few exceptions, remained stationary.

£25,000 has recently been spent in a partial readjustment of salaries and positions in the Education Department.

Practically the whole of this has been given to male assistants and head teachers."

"Male assistants have been given three-fold increases: — on their position quota: on their classification quota, and as remuneration for special responsibilities, such as first assistantships. So that in positions where the disparity between men and women of equal grade was formerly £ 20, it is now £ 70. Head teachers have received as much as £110 out of the readjustment.

Except in the lowest grades, and then only in niggardly fashion, the women teachers as a body received nothing."

"That is our position — we join with the other services in asking for a public service board and are prepared to take the necessary steps to get it. When once this board is granted we state our case:

Dustmen receive £187.10s per annum.

Bottle-washers received £ 208 per annum.

The lowest paid police constable on probation is paid £236.5s.

The lowest paid woman teacher receives £ 130 per annum."

"Are teachers worth just as much to the state as dustmen, bottlewashers or policemen? This surely fixes the minimum for our proposed new scale of salaries."

"The Hon. Minister:

I have had a return made from the staff sheets which have just come in, showing how many classes we have with numbers between 50 and 60 and how many with numbers over 60. It appears that there are 266 of the former and 35 of the latter. Classes in which the assistant has the help of a monitor are not counted. It seems therefore that out of about 800 assistants we have 300 with classes over 50.

Classes of this kind are being abolished in England rapidly. In many other countries they are not allowed to exist at all.

I am sending you these figures because you will have seen on another paper that the salaries vote for the primary school needs a considerable excess. These figures make it clear that we have not been over-staffing. As a matter of fact, the schools should have a considerable number of additional teachers. (Cecil Andrews, Director of Education)"

So, when the young ladies who graduate tonight take up their appointments in well appointed schools with classes of 35 or less, I hope they will spare a thought when they return to their air conditioned houses for those who have gone before them and recognise the very greatly improved resources that the community makes available to education in this day and age.

Ladies and Gentlemen, when you, the graduates of 1982 make your retirement speeches after long and presumably distinguished careers, it will be the year 2025. You will post-date space odyssey 2001 by a quarter of a century. I will be 95, I invite members of the audience to make their own calculations.

Between you, in your teaching careers you will contact close to one half a million young minds. You have the potential to reach all of these and to leave your imprint indelibly upon them.

If each of you has the talent, the personal qualities and the dedication to profoundly inspire just half a dozen children each year, you could change for the better the lives of some 80,000 human beings in your teaching lifetime.

You have the potential also to dull the enthusiasm, to blunt the dedication and to sour the attitude of the same half million young minds.

If each of you

by a lack of compassion

by a lack of personal enthusiasm and dedication

by a failure to respond to the needs of a young person in clear distress

if each one of you were to permanently turn just one child each year from an acceptable social course, you will be jointly responsible for 10,000 and more young people lost to the mainstream of our society.

This is a sobering responsibility. It is a responsibility that I am confident the graduates of this college are ready to accept. Schools comment upon the excellent quality of the young graduates entering our service in recent years, upon their skills and knowledge and most particularly upon their dedication and enthusiasm. Your staff tell me that this group is no exception.

May I congratulate you upon the qualification you have achieved and wish you every fulfilment in your chosen career.



**Mike Cullen making a point for
Linda Pyburne and Tom Reynolds
at the Graduation Ball**

Happy group at the Ball



**Tony Statkus ready to
rage at 1 a.m.**

GRADUATING STUDENTS
20 May, 1982

DIPLOMA OF TEACHING — July

ANYALAI, Peter G.
 ATKINSON, Francine Maree
 BASSINGTHWAIGHTE, Geoffrey K.
 BOURNE, Vicki Kaye
 BYRNE, Maria Finula
 BYRNE, Susan F.
 DETTLINGER, Monica
 DUDMAN, Mary
 DUNLOP, Jennifer A.
 ENGLAND, Suzanne M.
 GALVIN, Anita J
 HALL, Ian B.
 HALPERN, Jane B.
 HEWITT, Jane
 HIND, John
 HUNT, John E.
 HYDE, Dolores
 JOB, Jan Lesley
 KELLY, Fenella N.
 KEOWN, Heather J.
 KIERAN, George E.
 KLUCK, Heather U.

KOENS, Ian
 KUHLMANN, Janice
 LINCOLN, Christine
 MARTIN, Beverley J.
 MASTERS, Judith E.
 McCLURE, Douglas R.
 McGAHEY, Victoria Teresa
 McKENNAY, Wendy Helen
 MERRELLS, Grace Margaret
 MORRELL, Maxine Anne
 PARNELL, Lorraine M.
 PLESTER, Malcolm P.
 RASCHILLA, Anthony J.
 ROGERS, Debbie L.
 ROSLING, Anthony G.
 ROSS, Ann M.
 SHEPPARD, Neil
 SMITH, Leanne
 VAN DER WAL, Gerrit Willem
 WARD, Bernard
 WATSON, Anne E
 WILLIAMSON, Donald

DIPLOMA OF TEACHING WITH DISTINCTION

KIDDEY, Patricia D.

OLIVER, Vicki E.

DIPLOMA OF TEACHING — December

ACKER, Pamela B.
 ALBUTT, Jennifer Gail
 ANDERSON, Marlene J.
 ANDREW, Gavin W.
 ANDREWS, Julie M.
 ANDROVICH, Mary
 ATKINSON, Judith A.
 BARRETT, Maureen T.
 BAUER, Janine K.
 BLACKBURN, Susan
 BOGUMIL, Dianne Marie
 BOOCOCH, Tanya Heather
 BRAHIM, Norman J.
 BRENNAN, Sister Helen
 BRENNAN, Michael J.
 BRITTEN, Tracey
 BROADHURST, Patricia L.
 BROPHY, Rosslyn
 BROWN, Angela Ruth
 BROWN, Louise M.
 CARTER, Janet N.
 CARVAJAL, Antonio L.

CATHLES, Stella A.
 CHERRY, Brenda M.
 CICCONE, Jean
 CORNELIUS, Gwendoline M.
 CROKER, Jennifer M.
 CROOKE, Karen Ann
 DAVIS, Sarah A.
 DELFS, Stephen K.
 DIXON, Graeme J.
 DORNAN, Allan J.
 DYMOND, Sharron M.
 EARL, Michelle Ann
 FANG, Barbara J.
 FOUNTAIN, Rosemary J.
 GARRETT, Paulina Ruth
 GARSTONE, Joan K.
 GAY, Amy C.
 GIBSON, Julie M.
 GILMORE, Margrette H.
 GOODREID, Sherril G.
 GREENHAM, Jennifer M.
 GRIMMINCK, Anita

GUTHRIDGE, Tania L.
 HARRISON, Mark J.
 HERNE, Keith J.
 HILL, Elizabeth Dawn
 HILL, Glenn Stephen
 HILL, Susan
 HOWSON, Margaret L.
 INNES, Judith D.
 IVES, Bronwyn M.
 KERKMANS, Anita
 LEACH, Jeralyn S.
 LODDING, Maxine J.
 LONGSON, Kaye
 MANNERS-SUTTON, Elizabeth M.
 MANSON, Edwina Mary
 MARINOVIC, Lydia
 MCGILL, Nola R.
 MCNAMARA, Sister Una Mary
 MCNAUGHT, Keith A.
 MCPHEE, Jennifer N.
 MEHANIKOV, Louise Anne
 MEZGER, Glen Lynton
 MILORO, Mark O.
 MINNITI, Maria-Rosa
 MIOCEVICH, Matthew J.
 MISSAL, Cheryl
 MITCHELL, Catherine L.
 MITCHELL, Caroline Mae
 MORGAN, Coralie J.
 MUDFORD, Sharon Gay
 MUIR, Kathleen A.
 MUSSARED, Heather Kay
 NASH, Nardine Nola
 NEGUS, Susan P.
 NELSON, Janet Ann
 NESS, Tracey Olwen
 NOBLE, Paul D.
 NYS, Margaret A.

O'NEILL, Susan P.
 ORZEL, Ted H.
 PHIPPS, Gary
 POWELL, Geoffrey J.
 RADCLIFFE, Margaret L.
 RATAJCZAK, Laima A.
 RAVEN, Brian Matthew
 RINALDI, Anne L.
 RINALDI, Anthony R.
 ROBERTSON, Roslyn C.
 ROBINS, Leonie J.
 RODGERS, Katherine M.
 ROGERS, Rona O.
 RYNDERS, Anky J. H. M.
 SAMBRAILO, Sue J.
 SIM, Elizabeth F.
 SIMPSON, Deborah J.
 SMITH, Michelle F.
 SMITH, Wendy
 SMITHIES, Alan Frederick
 SORVALI, May-Britt
 SPEAK, Helen P.
 SPENCER, Helen Keeva
 STAZZONELLI, Vanda Laura
 STEELE, Margaret E.
 STOKES, Janet B.
 THORNTON, Pamela L.
 THORPE, Judith
 TIMMERS, Jill M.
 TYSON, Ian W.
 VINCENT, Nicola
 VINICOMBE, Yvonne I.
 WATERS, Lindsay R.
 WEIR, Leanne Faye
 WESTON, Celia F.
 WHITE, Franklin J.
 WINSOR, Darryl G.

DIPLOMA OF TEACHING WITH DISTINCTION

BODEKER, Shannon Margaret
 GERRARD, Jennifer A.
 KOVALEVS, Dallas K.

MULLINGS, Lesley J.
 SHERRINGTON, Jennifer Leanne
 WELLER, Delys M.

GRADUATE DIPLOMA IN EDUCATION (PRIMARY)

BATES, Catherine
 BEDNALL, Barbara
 BENNETT, Susan L.
 BOND, Austin F.
 BRITTON, Nigel T.

CAMPBELL, Ailsa V.
 DOUGAN, Jennifer J.
 EDMONDS, Susan H.
 FISHER, Lynette J.
 FOGARTY, Penelope M.

FYNEMAN, Joyce M.
 GEORGESON, Lyle D.
 HARTLEY, Suzanne M.
 JAKEWAY, Joanna
 JAROSZ, Tracey L.
 KANGANAS, Alec Peter
 LA FABER, Sydney A.
 LUDMAN, Elaine J.
 MAIER, Graham
 MANOOK, Deborah A.

MARSH, Rochelle C.
 PATTERSON, Craig W.
 PERICA, Marisa A.
 SCARLE, Diane
 SINCLAIR, Vicki C.
 SUNDERLAND, Aya
 THOMAS, Peter W.
 WILLIAMSON, Tracy L.
 WRIGHT, Kim W.

GRADUATE DIPLOMA IN EDUCATION (PRIMARY) WITH DISTINCTION

EDELMAN, Dinah A.

BACHELOR OF EDUCATION

BELL, Warren J.
 BENNETTS, Elizabeth P.
 BROWN, Barbara L.
 BROWN, Gerald D.
 BROWNE, Marlene D.
 CARLEY, Stephen H.
 CHALONER, Phillip W.
 CLARKE, Rodney George
 COE, Robert T.
 COOK, Judith F.
 CROSS, Ian P.
 DAWSON, Phillip
 EVERETT, Leslie
 FORD, Barbara J.
 FOWLER, Jennifer A.
 GARDINER, Pamela
 HENDERSON, Heather
 HILL, Beverley M.
 HUKIN, Margaret-Anne
 HUMPHRIES, Joy
 KANE, Rebecca A.
 KNIGHT, Marilyn F. A.

LAKE, Neil G.
 LEE, Suzanne K.
 LINDSAY, Mary B.
 LOCKLEY, Kerry
 MACOBOY, Gavin P. F.
 MARTIN-DALE, Josephine C.
 MASON, Stephen J.
 McCALLUM, Neil G.
 McWILLIAMS, Jean A.
 MIHOVILOVICH, Suzanne E.
 NEWBY, Keith R.
 RIDLEY, Keith G.
 RIGG, Angela J.
 SANBROOK, Terry J.
 SANDERSON, Helen E.
 SCORER, Terence H.
 SMITH, Deborah A.
 STREET, Andrew A.
 SYRED, Kathryn
 TREMAYNE, Noel W.
 WALSH, Helen J.
 WILLIAMS, Stephanie

BACHELOR OF EDUCATION WITH DISTINCTION

MATTHEWS, Lorna J.

SPIERS, Gail S.

GRADUATE DIPLOMA IN READING EDUCATION

ADAMS, Barbara A.
 BEETSON, Judith J.
 BENNETT, Elizabeth K.
 BLACK, Evelyn C.
 BROWNE, Bronwyn M. G.
 CROSS, Jillian M.

DAVIES, Margaret R.
 EMERY, Timothy D.
 FINNIGAN, Robin H.
 GILOMEN, Julie J.
 HELGESON, Margaret A.
 LAY, Alfred T.

LELONG, Peter D.
 LYONS, Terri-Maree
 McGURK, Susan
 MILES, John
 MOORE, Sandra M.
 PAGET, Karla I. D.
 RAYMENT, Glenda J.
 SARAULLO, Margaret H.

SIMOJOKI, Carmel T.
 TEMPLETON, Wendy E.
 THOMASZ, Carol A.
 WARD, Lynne H.
 WEARN, Karen B.
 WHITEHEAD, David W.
 WOLFENDEN, Margaret F.

GRADUATE DIPLOMA IN READING EDUCATION WITH DISTINCTION

CAVILL, Valerie G.
 MacDONALD, Heather M.

THANOS, Heather J.

GRADUATE DIPLOMA IN SPEECH AND DRAMA EDUCATION

CLARKE, Catherine J.
 ENGLISH, Paul

GORDON-HART, Carolyn M.
 LANGLEY, Barbara A.

GRADUATE DIPLOMA IN SPEECH AND DRAMA EDUCATION WITH DISTINCTION

HARRIS, Tweed

ASSOCIATE DIPLOMA IN HEALTH EDUCATION

BILNEY, Janine M.
 DUN, Glen M.
 GAEBLER, Jeannette D.
 GRANT, Margaret E.
 HAY, Barbara A.

LARNER, Jennifer E.
 McNAMARRA, Jean
 RILEY, James A.
 WREN, Evelyn Christine

ASSOCIATE DIPLOMA IN HEALTH EDUCATION WITH DISTINCTION

DOUST, Jocelyn M.

FYNEMAN, Joyce M.
 GEORGESON, Lyle D.
 HARTLEY, Suzanne M.
 JAKEWAY, Joanna
 JAROSZ, Tracey L.
 KANGANAS, Alec Peter
 LA FABER, Sydney A.
 LUDMAN, Elaine J.
 MAIER, Graham
 MANOOK, Deborah A.

MARSH, Rochelle C.
 PATTERSON, Craig W.
 PERICA, Marisa A.
 SCARLE, Diane
 SINCLAIR, Vicki C.
 SUNDERLAND, Aya
 THOMAS, Peter W.
 WILLIAMSON, Tracy L.
 WRIGHT, Kim W.

GRADUATE DIPLOMA IN EDUCATION (PRIMARY) WITH DISTINCTION

EDELMAN, Dinah A.

BACHELOR OF EDUCATION

BELL, Warren J.
 BENNETTS, Elizabeth P.
 BROWN, Barbara L.
 BROWN, Gerald D.
 BROWNE, Marlene D.
 CARLEY, Stephen H.
 CHALONER, Phillip W.
 CLARKE, Rodney George
 COE, Robert T.
 COOK, Judith F.
 CROSS, Ian P.
 DAWSON, Phillip
 EVERETT, Leslie
 FORD, Barbara J.
 FOWLER, Jennifer A.
 GARDINER, Pamela
 HENDERSON, Heather
 HILL, Beverley M.
 HUKIN, Margaret-Anne
 HUMPHRIES, Joy
 KANE, Rebecca A.
 KNIGHT, Marilyn F. A.

LAKE, Neil G.
 LEE, Suzanne K.
 LINDSAY, Mary B.
 LOCKLEY, Kerry
 MACOBOY, Gavin P. F.
 MARTIN-DALE, Josephine C.
 MASON, Stephen J.
 McCALLUM, Neil G.
 McWILLIAMS, Jean A.
 MIHOVILOVICH, Suzanne E.
 NEWBY, Keith R.
 RIDLEY, Keith G.
 RIGG, Angela J.
 SANBROOK, Terry J.
 SANDERSON, Helen E.
 SCORER, Terence H.
 SMITH, Deborah A.
 STREET, Andrew A.
 SYRED, Kathryn
 TREMAYNE, Noel W.
 WALSH, Helen J.
 WILLIAMS, Stephanie

BACHELOR OF EDUCATION WITH DISTINCTION

MATTHEWS, Lorna J.

SPIERS, Gail S.

GRADUATE DIPLOMA IN READING EDUCATION

ADAMS, Barbara A.
 BEETSON, Judith J.
 BENNETT, Elizabeth K.
 BLACK, Evelyn C.
 BROWNE, Bronwyn M. G.
 CROSS, Jillian M.

DAVIES, Margaret R.
 EMERY, Timothy D.
 FINNIGAN, Robin H.
 GILOMEN, Julie J.
 HELGESON, Margaret A.
 LAY, Alfred T.

LELONG, Peter D.
 LYONS, Terri-Maree
 McGURK, Susan
 MILES, John
 MOORE, Sandra M.
 PAGET, Karla I. D.
 RAYMENT, Glenda J.
 SARAULLO, Margaret H.

SIMOJOKI, Carmel T.
 TEMPLETON, Wendy E.
 THOMASZ, Carol A.
 WARD, Lynne H.
 WEARN, Karen B.
 WHITEHEAD, David W.
 WOLFENDEN, Margaret F.

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 ENGLISH, Paul

GORDON-HART, Carolyn M.
 LANGLEY, Barbara A.

GRADUATE DIPLOMA IN SPEECH AND DRAMA EDUCATION WITH DISTINCTION

HARRIS, Tweed

ASSOCIATE DIPLOMA IN HEALTH EDUCATION

BILNEY, Janine M.
 DUN, Glen M.
 GAEBLER, Jeannette D.
 GRANT, Margaret E.
 HAY, Barbara A.

LARNER, Jennifer E.
 McNAMARRA, Jean
 RILEY, James A.
 WREN, Evelyn Christine

ASSOCIATE DIPLOMA IN HEALTH EDUCATION WITH DISTINCTION

DOUST, Jocelyn M.

PRIZE WINNERS**THE BERTHA HOUGHTON LITERATURE PRIZE**

Gerrit Van der Wal

THE THOMAS STEN ART PRIZE

Tania Guthridge

THE TEACHERS' UNION PRIZE

Patricia Kiddey

THE E. B. COOK PRIZE

Yvonne Vinicombe

THE LLOYD POND PRIZE

Shannon Bodeker

THE J. B. FLOOD MEMORIAL PRIZE

Jocelyn Doust

THE PRINCIPAL'S PRIZE

Suzanne Hartley

THE ALUMNI PRIZE

Gail Spiers

THE RONALD BELL MEMORIAL PRIZE

Paul English

THE READING ASSOCIATION OF WESTERN AUSTRALIA PRIZE

Valerie Cavill

THE CLAIRE BOSWELL PRIZE

Richard McMillan

THE ERNEST LEE STEERE PRIZE

Robert Black

THE WESTERN AUSTRALIAN INSTITUTE FOR EDUCATIONAL RESEARCH PRIZE

Mary Dudman

Lesley Mullings



CAN YOU HELP!

The college librarians have done a grand job trying to identify former Claremont students and staff pictured in a pile of photographs taken in lectures, 'practice' lessons and sporting functions over the years.



However, some people in the photographs remain unidentified. Why not drop in to the library sometime and look through the picture cabinet? You may even find some old "snaps" of your self or close friends!



PROFESSIONAL EXPERIENCE PROGRAMME

Bruce Haynes

One of the momentous events of 1981 was Claremont's decision to send me overseas on a six months Professional Experience Programme

(P.E.P.) combined with three months long service leave. P.E.P. is what remains of the sabbatical leave academic staff obtained in 1973 as part of the arrangement in which we gave up six weeks annual leave.

I commenced my P.E.P. in July as Visiting Associate Professor at Queen's University, Kingston, Ontario teaching a M.Ed. course in curriculum theory for primary and secondary teachers from various parts of Canada and Bermuda. The Faculty of Education at Queen's is located some distance away from the main campus, between the Canadian Department of Corrections Staff College and the Women's Maximum Security Prison, so that gives some impression of Education's status in a university. However, Queen's is Canada's nearest equivalent to the American Ivy League universities and is a stimulating place to work with bright and hardworking staff and students. Kingston also has excellent fishing and sailing so I gained worthwhile personal as well as professional experience while I was there.

Many of the Canadian provinces are making efforts to provide microcomputers to schools and I took the opportunity to investigate the LOGO programme which is a major breakthrough in primary school mathematics. I also wrote a programme for use with *W.A. Aborigines 1622-1972* and tried it out with Year 5/6 children.

On my tour through the USA and Britain I attended conferences in Bloomington (Indiana), Houston, New York, Baltimore, Nottingham and London. I read papers to seminars at universities in Cincinnati, Syracuse, Illinois, Nottingham and Bristol as well as several presentations at Queen's. These visits, and others to various universities and colleges, enabled me to see developments in teacher education, philosophy of education and curriculum theory and to put my ideas to critical test with others working on problems related to those of concern to me. This personal contact was a major part of the success of the professional development I gained from P.E.P.

One of my main concerns was to see what was being done to improve teacher education. One kind of move is to make teacher education a two-year post-graduate programme following a bachelor's degree and to increase the emphasis on research in faculties of education. An example of this move is the University of Cincinnati. Another direction, which I believe is more fruitful, is to provide closer links between teacher education institutions and schools for both pre-service and in-service teacher education. The Partnership programme being attempted by Dean Goodlad at U.C.L.A. seems to be closest to an integrated programme which I see as desirable. In Britain there are efforts at closer links at the pre-service level (e.g. Bristol) but they do not seem to combine all these functions in servicing a region of schools. I hope the WACAE can move in this direction in the future.

As a tourist I found the high points to be (in chronological order) the national parks in the Rocky Mountains, London and Hong Kong.

An important measure of the success of my P.E.P. and long service leave is that I came back to Claremont looking forward to returning to work. I hope others can have similar experiences to combat the much discussed "teacher burn-out".

EDUCATION DEPARTMENT APPOINTMENTS FOR 1982
AS AT 28/5/82

ALBUTT Jennifer Gail	Manjimup Special
ANDREW Gavin William	West Kambalda
ANDREWS Julie Maree	Newton
ANDROVICH Mary	West Greenwood
BAUER Janine Kerry	Wattleup (Migrant Ed.)
BEDNALL Barbara	Pingrup
BENNETT Susan	Beacon
BLACKBURN Susan	Exmouth
BODEKER Shannon M.	North Kalgoorlie
BOOCOCK Tanya H.	Jurien Bay
BRAHIM Norman	Cooke Point
BROWN Angela Ruth	Winterfold
BROWN Louise May	Baler
CATHLES Stella A.	Riverton
CHERRY Brenda	Seaforth
DORNAN Allan J.	Brookman
DOUGAN Jennifer	Lockridge J. P.
DYMOND Sharron M.	Meekatharra D.H.S.
EARL Judith (1980 Graduate)	Karratha
EARL Michelle A.	M.S.E. Regional Office
EDELMAN Dinah	Forrestfield
FOUNTAIN Rosemary	Ferndale
GOODREID Sherril G.	North Parmelia
HARRISON Mark J.	Wickham
HARTLEY Suzanne	Cooloongup
HERNE Keith J.	Wickham
HILL Elizabeth D.	Bungaree
HILL Glenn S.	Brookman

KERKMANS Anita	Halls Creek
KOHLER Leith (1980 Graduate)	Koondoola
LUDMAN Elaine	Walliston
MAIER Graham	Balgo Hills
MANSON Edwina	Woodlupine
MEHANI KOV Louise	Dudley Park
MITCHELL Caroline M.	Oberthur
MOORE Katherine (1979 Graduate)	Waddington
MUDFORD Sharon G.	Collier
MUSSARED Heather K.	Wickham
NASH Nardine N.	Cascade
NEGUS Susan	Mukinbudin D. H. S.
NELSON Janet	Safety Bay
O'NEILL Susan	Carnarvon
PHIPPS Gary Frederick	Mt. Helena
POWELL Geoffrey J.	Wirrabirra
RADCLIFFE Margaret L.	Walkaway
RAVEN Brian M.	Broome
RAWLING Pamela (1980 Graduate)	Aurelia
SHERRINGTON Jennifer L.	North Merredin
SIMPSON Deborah J.	West Lynwood
SMITH Michelle	Mount Lockyer
SMITHIES Alan F.	Wickham
SORVALI May-Britt	Munglinup
SPEAK Helen P.	Carawatha
SPENCER Helen	East Carnarvon
STAZZONELLI Vanda L.	Yakamia
TREMAYNE Noel	Millen
VINICOMBE Yvonne	Neerigen Brook
WEIR Leanne F.	Katanning (Migrant Ed.)
WHITE Franklin J.	Karratha

CAREER EDUCATION COMES TO CLAREMONT CAMPUS

Having been successfully accredited by WAPSEC last October, the Graduate Diploma of Career Education enters its second year of operation. Mr. Peter Kenyon, formerly a Youth Education Officer at Rockingham Senior High School, has joined the Department of Career Education. He brings with him a wealth of practical experience as well as boundless energy, enthusiasm and new ideas.

This year the Diploma went external, so country teachers who wish to enrol in career education units either for the Graduate Diploma in Career Education or for Bachelor of Education studies may do so. In response to the demands of country teachers, one career education unit – Women in the Australian Workforce – will be offered during the August vacation.

Dr. Roderic Underwood, course co-ordinator, recently received a travel award from the British Council. Later this year he will be spending two months at the National Institute for Career Education and Counselling in the United Kingdom. Most of that time will be spent participating in workshops conducted by NICEC.

The library and resource centre has now acquired substantial resources in the area of career education which interested teachers are welcome to peruse. If you are looking for new ideas or assistance with career education, either at the primary or secondary level, don't hesitate to contact Rod Underwood or Peter Kenyon.

Work Preparation for Hearing-impaired Youth

A 15-week work preparation course for 8 hearing-impaired girls is being conducted at Claremont this semester. The aim of the course is to assist the girls in making the transition from school to work. Particular emphasis is being placed on the development of appropriate office skills including typing, word processing and data processing. Other components of the course are designed to develop job-seeking and work-entry skills. The girls are able to obtain work experience in the College reprographics section. They also learn to operate and maintain a good deal of media equipment in the Resource Centre under the supervision of Mr. Martin Jansen.

The girls are introduced to a variety of recreational and leisure-time activities by staff from the Art and Physical Education Departments. Some time is spent on other aspects of personal development and the acquisition of life-skills.

The course, which is being funded by TAFE, is co-ordinated by Peter Kenyon and actively supported by the goodwill of many members of staff. Although it is too early to evaluate the success of the program it is obvious that the girls have easily adjusted to campus life. We hope that the girls gain as much from the course as we have gained from having them on the campus.

A.T.P. . . . The Morning After . . .

A.T.P. is a means of allowing student teachers to grow within a protected environment.

Teaching is living, sharing. No two days are exactly the same in the classroom, just as no two children are totally alike. The "simulated classroom" situation of A.T.P. is both scary and reassuring. That is, you know that should you fall when "swinging from the classroom chandeliers" there is a person there with knowledge, experience and expertise who will pick up the pieces.

Not so if you have been restricted, channelled along only "desired" lines and performing exactly to handbook requirements. Then you don't know *what* you could do, given a bit of leeway.

A.T.P. for me was learning and experimenting within the situation. My grateful thanks goes to all those understanding people at Dalkeith who took a chance on me and allowed me to swing from the chandeliers, who gave me freedom to try ideas previously untried. Thanks to the children and their parents . . . and thanks to whoever it was who performed the maintenance on the chandeliers and kept them from breaking!

DOROTHY ROURKE

A LETTER TO THE EDITOR

Dear Sir,

During a pause in the drinking at the 1982 Graduation Ball (Claremont Teachers College last official function), the people at our table began to talk of college graduates who had left teaching and achieved some success in other fields. Some names sprang readily to mind (Kim Beazley, Rolf Harris, Harry Butler); a few (such as Jeanette Earl, Derek Chadwick, Vin Serventy) were recalled after much debate.

It occurred to us that there must be many distinguished people who were educated at Claremont during the past eighty years. We wondered if the Alumni Association had compiled (or would compile) a list. Because of the contributions that many of our graduates have made to the cultural, political and sporting life of W.A., such a list could be of considerable interest and (perhaps) importance.

Yours sincerely,

WILLIAM GRONO

EDITORS REACTION

A great idea!

So good, in fact, that I would like to pass the ball on to the full Alumni Association membership.

If any of our readers would care to make up a list of personnel and their respective fields of fame I would be delighted to compile a starting composite list for our Claremont Who's Who for publication in the next (November) edition of Centaur News.

MALCOLM McKERCHER

SALUTE TO MY ALMA MATER

*C.T.C., I have
 Loved you, hated you . . . and
 All emotions between.
 You have shaped, moulded,
 Pushed, pulled, disciplined me to
 My new shape.
 You did a good job!
 I'm sorry, that I
 Fought so hard, initially, to keep
 My old shell.
 I will remember to keep on
 Reshaping my new one!
 Thankyou for your great tradition.
 Thankyou for your support and interest
 In me.
 Even though you were
 Overworked and worried
 You always treated me
 (As you treated all my fellow students)
 As unique, special;
 As a person and
 Not as a number.
 Numbers don't have personalities.
 I have come to know you
 Very well . . .
 And you know me.*

*We know and understand
 Each other's likes/dislikes, problems.
 We have laughed together . . . and cried . . .
 Shared some very special moments.
 You compensated for your smallness in size
 With greatness in tuition and interest
 In student success
 And welfare.
 They say you are haunted.
 The nightwatchman has told me
 Of strange noises and happenings,
 Of things which defy explanation.
 I have felt your ghosts.
 Dear C.T.C., of course you must have ghosts.
 You can't have lived
 So long
 Without collecting a few
 Spirits and souls.
 Those hallowed halls have
 Been trodden by so many.
 Many who, like me,
 Feel a sense of belonging, and
 A wish to linger,
 Within those mellowed old walls.*

DOROTHY ROURKE

NEW STAFF IN 1982

PETER KENYON BA(Hons) DipEd DipRec

Peter has been seconded from the Education Department as a lecturer in the new Graduate Diploma in Career Education course on Claremont Campus.



Peter Kenyon

After completing an Honours Degree in History and a Diploma of Education at the University of Western Australia, he ended up as the sports teacher at Denmark Agricultural high school! Following this twelve month adventure he was seconded to Youth Services as their executive officer, training and servicing their youth workers. For the past six years he has been working as a Youth Education Officer at Applecross and Rockingham high schools (developing a formidable reputation – Editor).

Peter has a strong interest in the whole area of youth affairs and particularly the issue of employment/unemployment. Presently he is working on models of local community job creation both at a practical level and via thesis studies at Murdoch University.

Married to Donella, a social worker, their leisure pursuits include renovating an old house, collecting junk, relaxing at their mud-brick cottage at Balingup and enjoying their family – one personality plus pekinese dog – Albert Pumpkin!!

DAVID WHITEHEAD BA MA(Hons)(NZ) DipTchg(NZ)

David came to us from New Zealand where he graduated from Massey University with an Honours degree in Arts and a teaching qualification from Palmerston North Teachers College. He taught for some years in New Zealand primary schools and was an "Associate teacher" in the "model" school for the Palmerston North college. (c.f. Dem. teacher at Prac.)

In 1979 David spent a years exchange teaching in Western Australia and completed a Graduate Diploma in Reading at Claremont Teachers College while he was here. (Something about the college or the West must have caught his fancy – Editor).

Married, David and his wife have two children, one three years and one very new sixteen weeks old. His areas of special academic interest within teaching include relating reading theory to strategies and the study of discourse analyses.



David Whitehead

NIGHT OUT AT CICERELLO'S RESTAURANT

In May a group comprising some 40 Alumni members invaded Cicerello's Restaurant and a great night was had by all.

"Birthday Boy" Roger Kelly pesters the wandering guitar player for a special request. Kerry Tilinger seems to be enjoying the exchange.



Alex Bergl plays father but Sheila Johnson can't bear to watch.

The Petersons and The Ryans take a break from eating.



**ALUMNI ASSOCIATION
CLAREMONT TEACHERS COLLEGE**

MEMBERSHIP : MAY 1982

Honorary Life Members

Mr Thomas Sten
Miss May Marshall

Life Members

Mrs Judith Archibald
Mrs Sylvia Byers
Miss Margaret Braine
Mr Colin Cook
Mrs Margaret Cook
Mr Ken Griffiths
Miss Lorraine Hale
Mrs Marjorie Hetherington
Mr Michael James

Miss Thelma Jones
Mrs Betty Marshall
Mrs Hazel O'Neill
Miss Susan Petty
Mrs Christina Rockliffe
Mr Phillip Rossiter
Mr Richard Rowlands
Mrs Betty Ryan
Mr Thomas Ryan

Members

Miss E. Aberline
Mrs M. Angus
Mr R. Anthony
Miss R. Atherton
Sr. Annie Ball
Ms K. Batey
Miss R. Bell
Mrs Elizabeth Bennett
Mr A. Bergl
Miss C. Bergl
Mr A. Berry
Ms R. Blower
Mrs Barbara Booth
Mr P. Bourke
Mrs K. Boylen
Mr S. Boyne
Mrs Raie Bradshaw
Mr T. Bradshaw
Mr W. Brockman

Mrs J. Brown
Miss T. Burgess
Miss A. Butorac
Mrs C. Buzza
Mr R. Cairnes
Mr John Callander
Miss P. Carew-Hopkins
Mrs A. Carter
Mrs J. Carter
Mr J. Carter
Mrs S. Carter
Mrs J. Castledine
Mr P. Chamberlain
Mrs E. Chambers
Mrs J. Christophers
Mr K. Clark
Mr D. Clarke
Mr M. Clarke-Smith
Mr J. Collins

Mr Edwin Cook
Miss Judith Cook
Mr Con Coroneos
Miss A. Crago
Miss M. Crozier
Mrs E. Crundall
Mr M. Cummins
Mrs L. Davey
Mr H. DeBeer
Mrs L. Derksen
Mrs J. Dickinson
Mr G. Droppert
Mrs J. Dunlop
Miss J. Edmondson
Mr R. Elliott
Miss M. Ferguson
Mr J. Fogarty
Dr W. Foulds
Miss Jennifer Fowler

Ms C. Frederickson	Mr T. Luttrell	Miss P. Rawling
Mr S. Fripp	Ms M. Maitland	Mrs H. Reynolds
Miss V. Galatis	Mr F. Marshall	Mr Roy Reynolds
Mr C. Gardiner	Mr J. Martin	Mrs G. Richards
Mrs P. Gardiner	Mrs M. Martin	Ms Janet Rodgers
Mrs V. Gardner	Mr J. McKenzie	Miss R. Rogers
Mr E. Garratt	Mr M. McKercher	Mr B. Rourke
Mr R. Gerrard	Miss F. McKinley	Mrs S. Ruddock
Miss D. Gibson	Miss S. McLinden	Mr N. Rudeforth
Miss K. Gillespie	Mrs G. Merrells	Mrs A. Scott
Mr N. Green	Miss Rosa Minniti	Ms B. Screaigh
Mr Ian Hall	Mr P. Miriklis	Miss V. Shegog
Mr M. Harrison	Mr A. Mitchell	Miss C. Smith
Mr R. Harrison	Mrs K. Mohan	Miss Lea Smith
Mr A. Hartley	Miss R. Morris	Mr A. Statkus
Miss J. Hartley	Dr D. Mossenson	Mrs S. Statkus
Mr R. Haselhurst	Mr D. Murray	Mrs L. Stubbs
Mr G. Hatch	Miss Heather Mussared	Miss W. Syme
Miss P. Hawson	Miss A. Myers	Mrs W. Tapper
Mrs B. Hawthorn	Mrs P. Newman	Mrs Heather Thanos
Miss F. Hayes	Mrs A. Norris	Mrs D. Threlfall
Miss Patricia Hendersen	Mr G. North	Mr S. Tilinger
Mr E. Hinchliffe	Sr M. O'Connell	Ms V. Toohey
Miss S. Hollow	Major L. O'Connor	Mrs J. Van Driel
Mrs D. Hutton	Mr M. O'Hara	Mrs Terrell Vegar
Mr P. Jakob	Mrs B. Owens	Mr R. Walker
Mrs S. Johnson	Mrs G. Palmer	Dr A. Walkington
Miss J. Jones	Mr Steven Parry	Mr B. Wasley
Mr K. Jones	Miss E. Pashley	Mrs P. Watts
Mr R. Kelly	Mr G. Patullo	Mr P. Watts
Mr D. King	Mr J. Peterson	Miss A. Waylen
Mr R. Klemm	Miss S. Petty	Mr S. Waylen
Mrs D. Lalor	Mr Geoffrey Powell	Mr B. Werner
Ms G. Lanza	Mr D. Price	Miss J. Wilks
Mr M. Larkin	Miss L. Pyburne	Mrs M. Williams
Dr R. Latham	Miss Margaret Radcliffe	Mrs L. Wilson
Dr B. Lawrence	Mrs K. Rae	Mrs R. Winter
Mr Thomas Lawson	Mr M. Rajecki	Mrs L. Wishart
Mrs Shaughn Leach	Mrs Noelle Ralph	Miss A. Wittenoom
Mrs Norma Lively	Miss J. Rankin	Miss Margaret Wolfenden
Mr J. Lockman	Miss J. Ratcliffe	Miss J. Wooltorton

MIND-BENDER

DIRECTIONS: Use the following clues to solve these questions.

- a) Who drinks vino?
- b) Who staggers to the loo?

(There can only be one answer for each question).

- 1. There are five politicians sitting on benches at the front bar of the Palace Hotel.
- 2. Bill Hayden sits on the Red Stool.
- 3. Malcolm Fraser crawls to the loo.
- 4. The person who sits on the green chair drinks Vodka.
- 5. Neville Wran drinks Scotch.
- 6. The green chair is immediately to the right of the ivory chair.
- 7. The cigar smoker hitch-hikes to the loo.
- 8. A pipe is smoked in the middle chair.
- 9. The man in the middle chair drinks milk.
- 10. Bob Hawke sits in the first chair.
- 11. The person who smokes cigar ttes sits in the chair next to the man who crawls to the loo.
- 12. The non-smoker drinks orange juice.
- 13. A pipe is smoked in the chair next to the chair where the person walks to the loo.

Viner smokes pot.

o Hawke sits next to the blue chair.

SUGGESTED METHOD OF ATTACK

ME	COLOUR OF CHAIR	TYPE OF DRINK	TYPE OF SMOKE	TYPE OF TRANS-PORT TO LOO
----	-----------------	---------------	---------------	---------------------------

- 1.
- 2.
- 3.
- 4.
- 5.

For answers see the next Alumni Association Newsletter!